Government of Tamil Nadu
State Planning Commission

Chief Minister's Breakfast Scheme:

Impact on Children in Primary Classes in Government Schools

Government of Tamil Nadu
State Planning Commission

Report by

State Planning Commission

Government of Tamil Nadu

2023 - 2024

Government of Tamil Nadu
State Planning Commission

OVERVIEW

Chief Minister's Breakfast Scheme

The nutritional status of a child is one of the prime determinants of her learning abilities. The nutritional support from the state government to government school children is through the 'Nutritious Mid-Day Meal Programme'.

The new state government had promised to provide breakfast to children in primary classes in government schools. The scheme was piloted in 2022-23 and then extended to all students in primary classes in government schools in the year 2023-24.

SPECIFIC OBJECTIVES

- Ensure students in primary classes attend the school after a breakfast.
- Reduce **malnutrition** among students in primary classes.
- Increase **enrolment and school attendance** in primary classes.
- Improve **learning abilities** of students in primary classes.
- Reduce the anxiety and **burden of mothers** in regard to feeding children upto age 10 years.

COVERAGE

- Covers all **government primary schools and primary classes in all government middle schools**.
- Provides breakfast on all working days in the school.
- The hot cooked breakfast is designed to provide **balanced diet and variety** to suit the taste and preference of children.

FINANCIAL OUTLAY AND PROCESS DELIVERY

- The pilot scheme was implemented in **2022-23** with a total outlay of **₹33.56 crore,** covering 5941 Students in 36 Primary schools.

- The scheme has been extended to all districts covering **1,54,108 Students in 1649 Schools** from 2023-24 with a total outlay of **₹500.50 crore.**

- The schools in urban areas, namely corporations, municipalities and town panchayats are served with the breakfast prepared in common kitchens run by the urban local bodies.

- The schools in rural areas are served with **breakfast prepared by self-help-groups (mothers of the school children)** identified by gram panchayats. The breakfast is prepared at the mid-day meal centres in such schools.

Chief Minister's Breakfast Scheme

BREAKFAST MENU

Weekday	Menu Type	Menu Details
Mondays	Upma Type	• Rava / Vermicelli / Wheat Rava or Rice Upma • Vegetable Sambar
Tuesdays	Kichadi Type	• Vegetable Kichadi with Rava / Vermicelli / Sorghum/ Wheat Rava • Vegetable Sambar
Wednesdays	Pongal Type	• Pongal or Rava Pongal • Vegetable Sambar
Thursdays	Upma Type	• Rava / Vermicelli / Wheat Rava or Rice Upma • Vegetable Sambar
Fridays	Sweet Type	• Sweet Pongal or Rava/ Vermicelli Kesari

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CONTEXT

Chief Minister's Breakfast Scheme in Tamil Nadu:

Impact Study

STUDY OBJECTIVES

1. To find the effect of the breakfast scheme on school attendance rate among primary school students.

2. To find the effect of the breakfast scheme on engagement in the class and the academic performance among primary school students.

3. To understand the perception about the scheme among the teachers and the parents of the primary school students.

4. To assess change in the nutritional status of the primary school students.

SAMPLE DESIGN

- 99 Schools out of 1649 schools were selected for the study covering 5449 students.

- The 99 schools are selected from across 38 districts; 18 of them are urban schools and 82 are rural schools, covering 1297 and 4152 students from urban and rural areas respectively.

STUDY DESIGN

- Mixed methodology using:
  - Quantitative survey to assess students' engagement in classroom and nutritional status **at baseline and once in every 3 months for a period of 1 years.**

  - Qualitative Survey to assess parental perception, and teachers' perception using sampling, scheduling, and rounds of data collection.

STUDY PROCESS

The study comprises of a baseline evaluation of the sample followed by 4 rounds of follow-up surveys to track the impact of the breakfast scheme.

BASELINE SURVEY
December 2023

1

- Survey Process
- Students' Data Form
- Anthropometry
- Parental Perception

- Exam Score
- Attendance Percentage

1st FOLLOWUP
March 2024

2

- Students' Data Form
- Anthropometry

- Exam Score
- Attendance Percentage

2nd FOLLOWUP
June 2024

3

- Students' Data Form
- Anthropometry

- Exam Score
- Attendance Percentage

3rd FOLLOWUP
September 2024

4

- Students' Data Form
- Anthropometry

- Exam Score
- Attendance Percentage

4th FOLLOWUP
December 2024

5

- Students' Data Form
- Anthropometry

- Exam Score
- Attendance Percentage

Data Collection Process

BASELINE STUDY

Discussions with the CEO of the district & the Headmaster or Headmistress of the schools selected for the sample survey and explanation of the questionnaire and the data collection process

→

Teachers and parents' consent obtained to collect the data.

-

Schools were visited on days convenient to the teachers and parents.

→

Questionnaire was administered for both teachers and parents.

→

First focus group discussions were held with teachers and parents in 4 districts

→

Anthropometric measures were taken for students

RESULTS OF THE BASELINE STUDY

December 2023 - January 2024

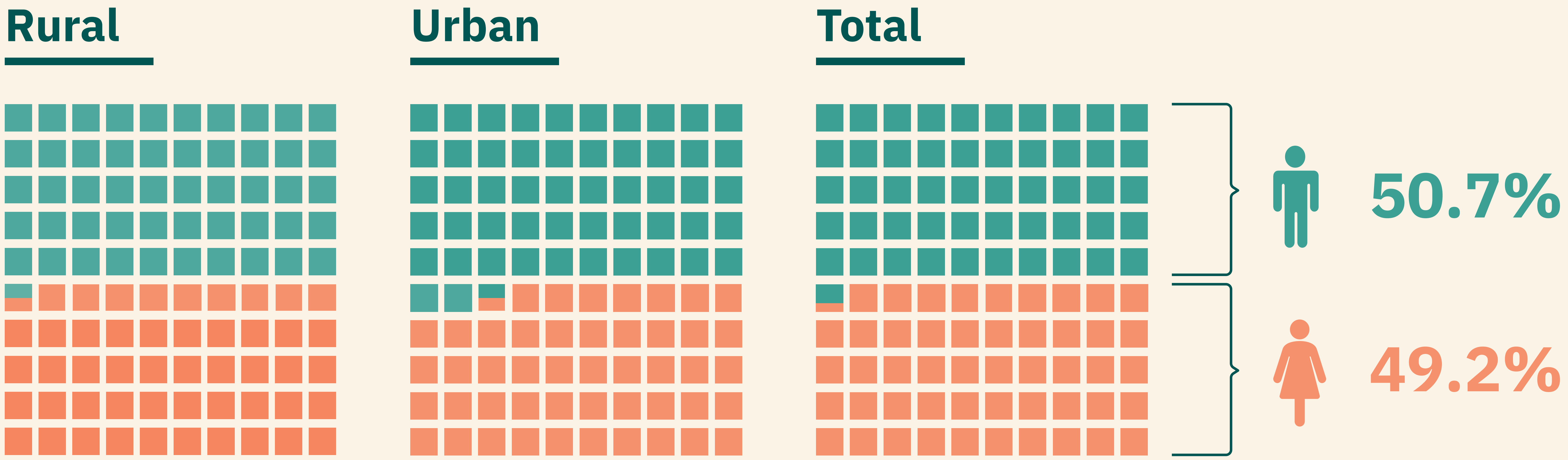
PART 1

Socio-Demographic Characteristics

DEMOGRAPHIC PROFILE OF THE CHILDREN

GENDER

Male   Female

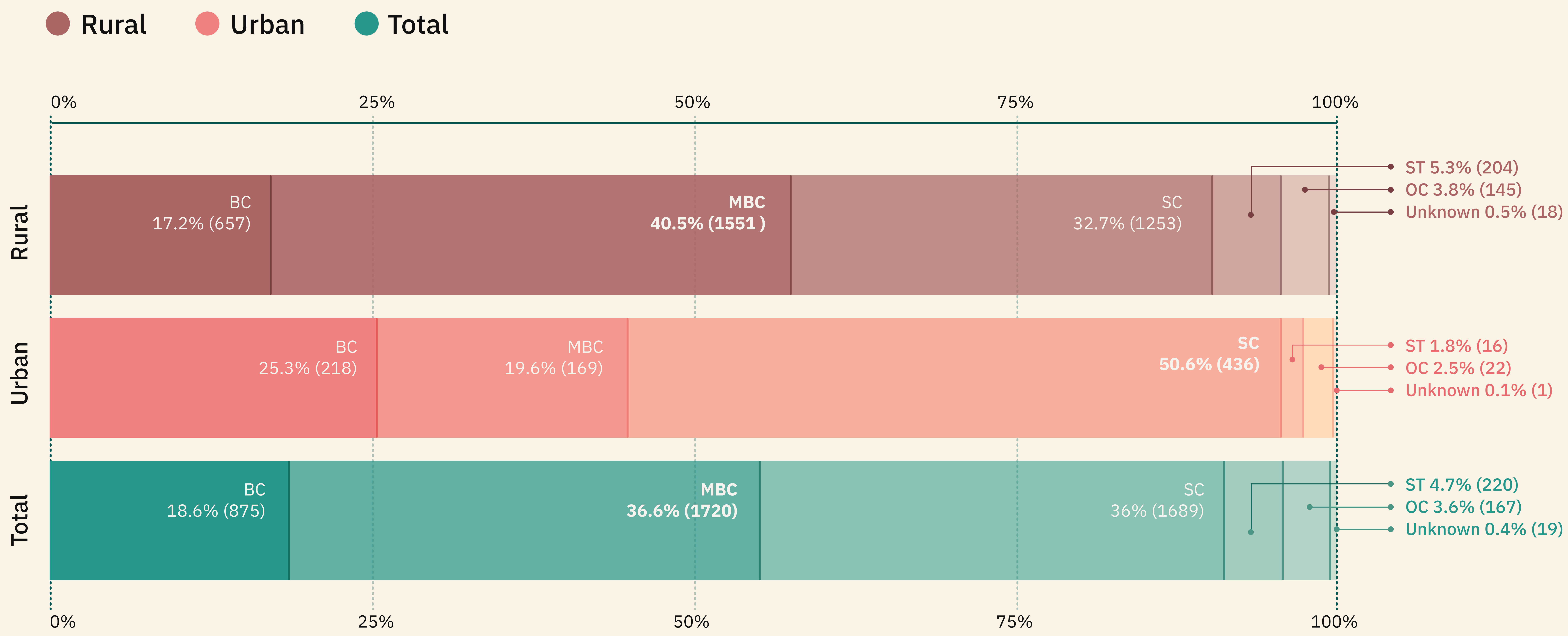


50.3% Boys | 49.6% Girls

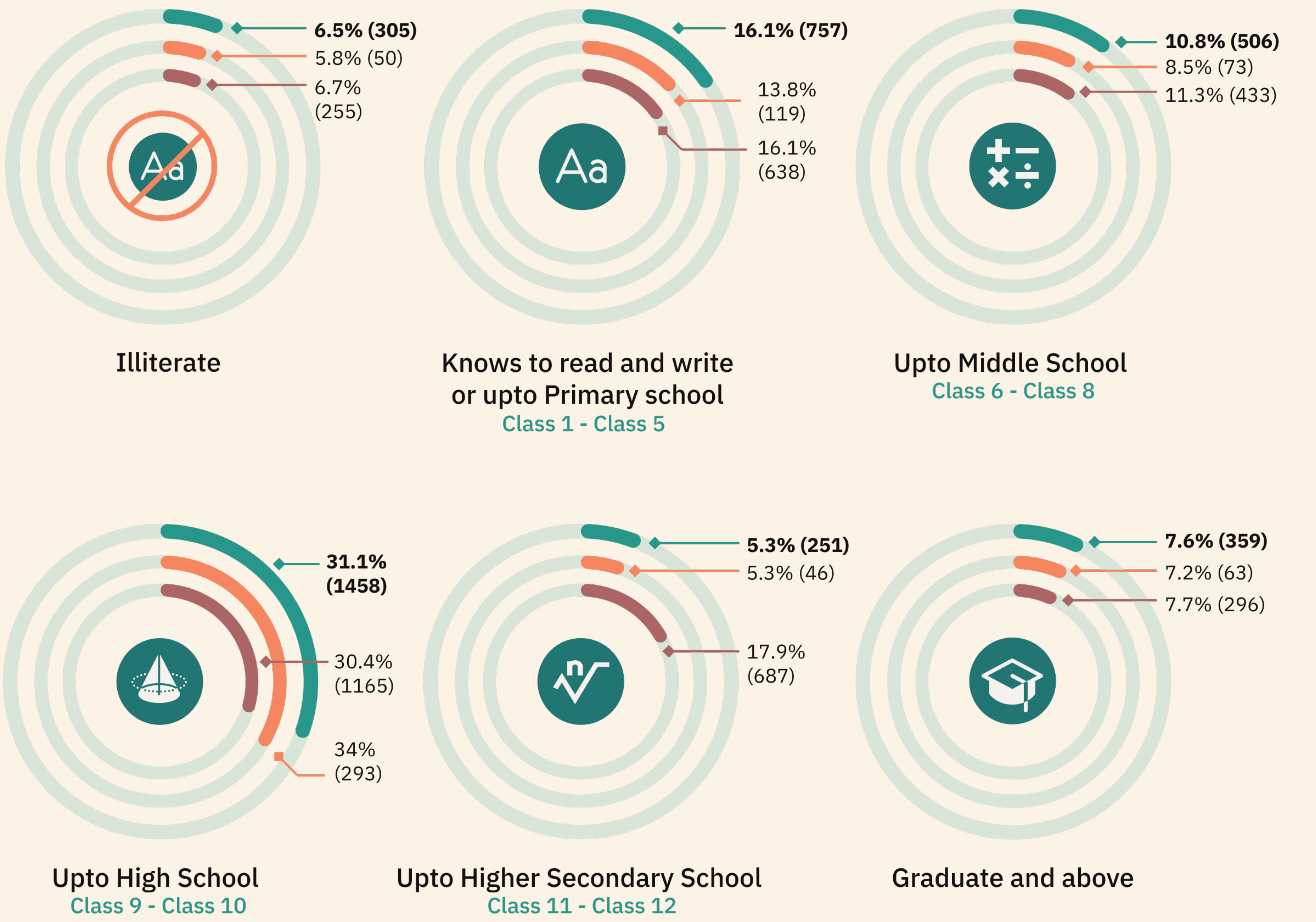
52.4% Boys | 47.6% Girls

COMMUNITY

Children are classified as Backward Classes (BC), Most Backward Classes (MBC), Scheduled Castes (SC), Scheduled Tribes (ST) and Other Communities (OC).



EDUCATIONAL STATUS OF THE PRIMARY CAREGIVERS



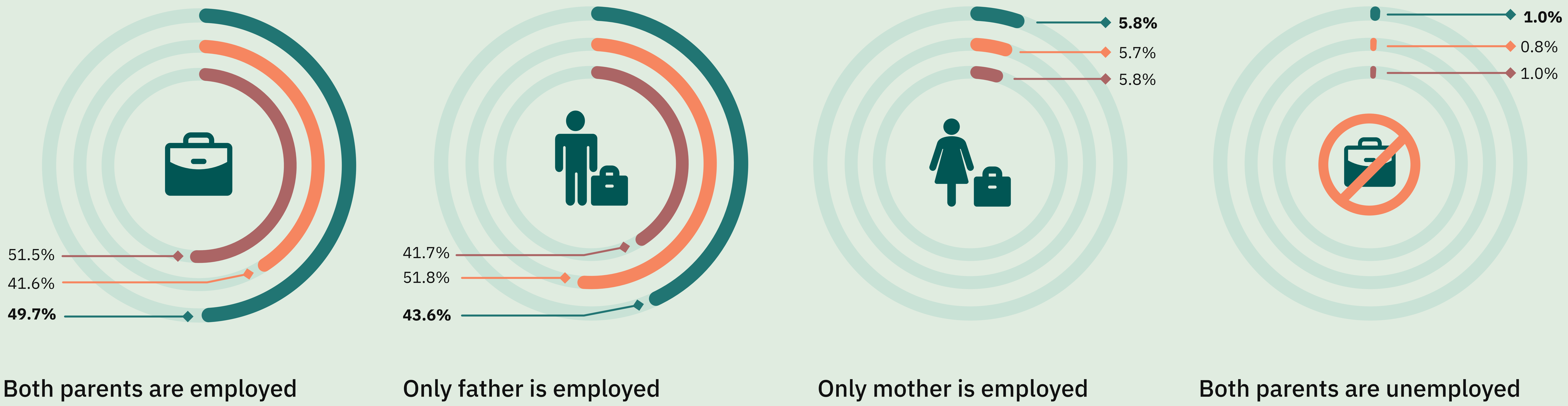
We classify the educational status of the primary caregivers as illiterate, knowing to read and write or educated upto primary/middle/high school, upto higher secondary school or graduate studies and above.

- Total
- Urban
- Rural

OCCUPATIONAL STATUS OF THE PRIMARY CAREGIVERS

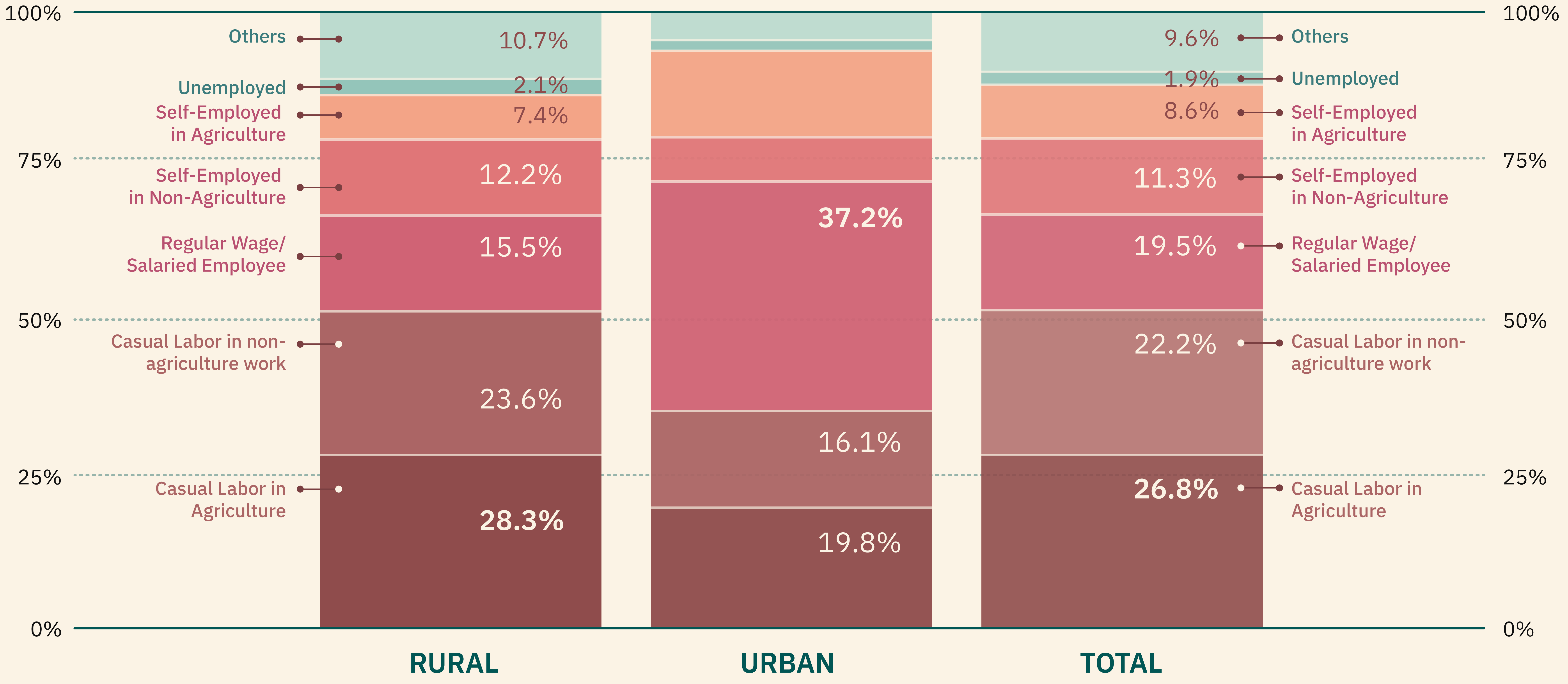
The primary caregivers are classified into 4 categories based on whether both are employed, either parent (father/mother) is employed, only one parent is employed or both parents are unemployed.

Total Urban Rural



SOURCE OF INCOME OF THE PRIMARY CAREGIVERS

Primary caregivers are classified into categories based on their source of income such as casual labor in agricultural or non-agricultural work, salaried employment, self-employment in agricultural or non-agricultural work and unemployed.



PART 2

Perception of Primary Caregivers about the Breakfast Scheme

BREAKFAST NOT COOKED REGULARLY AT HOME

8.8% (413)
Caregivers state that breakfast is not cooked regularly at home

Boys: 8.7% (334) | **Girls:** 9.1% (79)

BREAKFAST PREFERENCE BASED ON LOCATION

14.4% (669)
Caregivers state that the children prefer breakfast at home

Boys: 13.1% (255) | **Girls:** 20.3% (175)

85.6% (3982)
Caregivers state that the children prefer breakfast at school

Boys: 86.9% (3295) | **Girls:** 79.6% (687)

PRIMARY CAREGIVERS' PERCEPTION

ON FOOD

The primary caregivers' perception about the food menu, food quality and food adequacy was studied and rated as good, okay or poor.

FOOD MENU

★★★ **92.4%** (4334)
★★☆ **6.6%** (308)
★☆☆ **0.9%** (46)

RURAL		URBAN	
Good	92.9% (3553)	Good	90.6% (781)
Okay	6.6% (252)	Okay	6.5% (56)
Poor	0.5% (21)	Poor	2.9% (25)

FOOD QUALITY

★★★ **93.2%** (4341)
★★☆ **6%** (280)
★☆☆ **0.8%** (36)

RURAL		URBAN	
Good	93.8% (3561)	Good	90.5% (780)
Okay	5.6% (212)	Okay	7.8% (67)
Poor	0.5% (21)	Poor	1.7% (15)

FOOD ADEQUACY

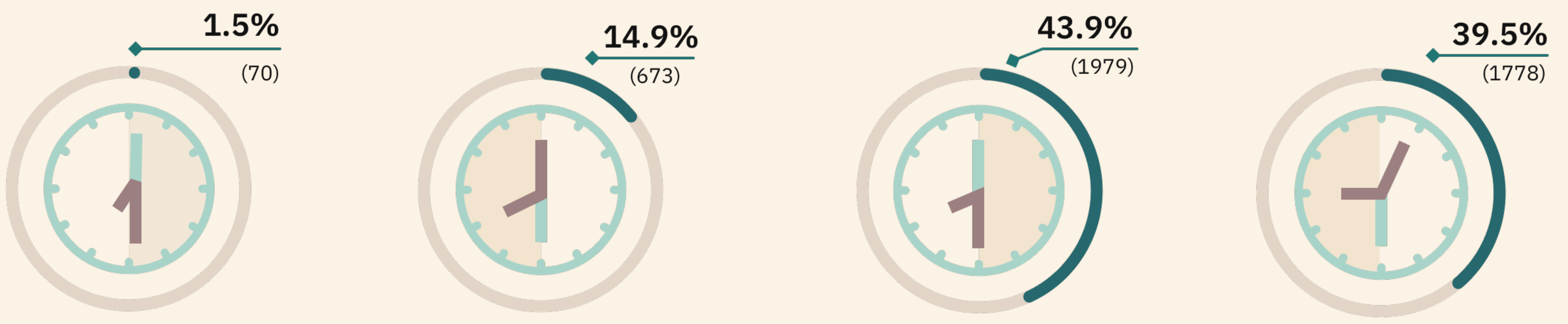
★★★ **95.7%** (4484)
★★☆ **2.9%** (137)
★☆☆ **1.4%** (66)

RURAL		URBAN	
Good	95.5% (3656)	Good	96.1% (828)
Okay	2.8% (108)	Okay	3.4% (29)
Poor	1.6% (62)	Poor	0.4% (4)

PRIMARY CAREGIVERS' PERCEPTION

ON THE TIME AT WHICH THE CHILDREN START TO SCHOOL

60.3% of students in rural areas are reaching half an hour before classes start and find time to play and interact with each other also



Before 07:30 am	07:30 - 08:00 am	08:00 - 08:30 am	After 08:30 am
Rural 1.7% (63)	**Rural** 13.8% (504)	**Rural** 45.5% (1657)	**Rural** 38.8% (1415)
Urban 0.8% (7)	**Urban** 19.6% (169)	**Urban** 37.3% (322)	**Urban** 42.1% (363)

PRIMARY CAREGIVERS' PERCEPTION

ON IMPROVEMENTS IN CHILDREN

Improvements were monitored in the following categories - aptitude, attendance, interest in learning, sports performance and extra-curricular activities.

Improvement in

APTITUDE

88.4%
(61)

Rural 88.4% (3382)
Urban 88.3% (760)

Improvement in

ATTENDANCE

92.1%
(4321)

Rural 93% (3561)
Urban 88.1% (760)

Improvement in

LEARNING

87.9%
(4123)

Rural 88.7% (3395)
Urban 88.4% (728)

Improvement in

SPORTS PARTICIPATION

88.2%
(4135)

Rural 88.8% (3398)
Urban 85.5% (737)

Improvement in

EXTRA-CURRICULAR ACTIVITES

85.9%
(4027)

Rural 86.9% (3326)
Urban 81.3% (701)

PRIMARY CAREGIVERS’ PERCEPTION

ON SAVINGS IN TIME & MONEY

The study also tracked the money and time savings for primary caregivers, as a result of the Breakfast Scheme.

25.3%

Caregivers state that they have saved money because of the scheme

Rural: 23.1% (881) | **Urban:** 35.1% (303)

86.2%

Caregivers state that they have saved time because of the scheme

Rural: 86.3% (3302) | **Urban:** 85.4% (736)

QUOTES FROM PRIMARY CAREGIVERS

TAKEN FROM FOCUS GROUP DISCUSSIONS

- இத்திட்டத்திற்கு முன், நாங்கள் உணவினை குழந்தைகளுக்கு ஊட்டிவிடுவோம். தற்போது குழந்தைகள் தானாகவே உட்கார்ந்து உணவை உட்கொள்கிறார்கள்.

  Before the implementation of this scheme, we used to feed the children. Now the children sit and eat on their own.

- ஒவ்வொரு நாளும் வேறு வேறு வகையான உணவினை உண்பது குழந்தைகளுக்கு பிடித்துள்ளது. அவர்கள் உண்ணும் உணவு மற்றும் அருந்தும் தண்ணீரின் அளவு அதிகரித்துள்ளது. வெண்பொங்கல் மற்றும் சாம்பார் ருசியாக உள்ளதாக குழந்தைகள் கூறுகிறார்கள்.

  Children enjoy eating different types of food every day. The amount of food and water they eat and drink has increased. They say that the venpongal and sambar served are delicious.

- பள்ளிகளில் காய்கறிகளின் பெயர்களையும், அவற்றை வீணாக்காமல் உண்ணவேண்டும் என்ற பழக்கத்தினை சொல்லி கொடுத்து உண்ண வைப்பதால், வீட்டிலும் எல்லாவற்றையும் வீணாக்காமல் உண்கிறார்கள்.

  Children are taught the names of vegetables and the importance of eating them without wasting. As a result, they are eating everything at home without wasting anything.

- இத்திட்டத்தின் மூலம் சாப்பிட்டவுடன், தன் தட்டை தானே சுத்தம் செய்யும் பழக்கம் சில குழந்தைகளுக்கு ஏற்பட்டுள்ளது.

  As a result of this program, some children have developed the habit of cleaning their own plates after eating.

- காலையில் சீக்கிரம் எழுந்து தானாகவே பள்ளிக்கு செல்ல தயாராகி விடுகிறார்கள்.

  Children get up early in the morning and get ready to go to school on their own.

QUOTES FROM PRIMARY CAREGIVERS

TAKEN FROM FOCUS GROUP DISCUSSIONS

- இந்த திட்டத்தின் விளைவாக, குழந்தைகள் சுறுசுறுப்பாகவும் ஆற்றலுடனும் செயல்படுகின்றனர்.

  The Children are energetic and active because of this breakfast scheme.

- இத்திட்டத்திற்கு பின் பள்ளிக்கு விடுமுறை எடுப்பது குறைந்து பள்ளிக்கு செல்லும் ஆர்வம் அதிகரித்துள்ளது.

  After this program, absenteeism has decreased and the children's interest in going to school has increased

- பள்ளியில் அளிப்பது போலவே ருசியாக சாம்பார் சாதம் மற்றும் கேசரி செய்து தர வேண்டும் என்று வீட்டில் பிள்ளைகள் கேட்கிறார்கள்.

  The children ask us to make sambar sadam and kesari at home, just like they are served at school.

- இத்திட்டத்திற்கு முன், எங்கள் உடல்நிலை சரியில்லாத போதும் பிள்ளைகளுக்கு உணவு தயாரித்து வழங்க வேண்டிய நிலை இருந்தது. தற்பொழுது பிள்ளைகள் உண்பதற்கு பள்ளியில் நல்ல உணவு கிடைக்கும் என்ற நம்பிக்கையும், மனநிம்மதியும் ஏற்பட்டுள்ளது.

  Before this programme, even when we were not feeling well, we had to prepare and provide food for the children. But, now, we feel confidence and peace of mind knowing that the children will get good food at school.

- பிள்ளைகளுக்கும் பிடித்த காலை உணவினை தனியாக சமைக்கும் நிலை மாறி, குடும்பத்தில் அனைவருக்கும் ஒரே உணவாக சமைப்பதினால் உணவிற்கான செலவீனம் சற்று குறைந்துள்ளது.

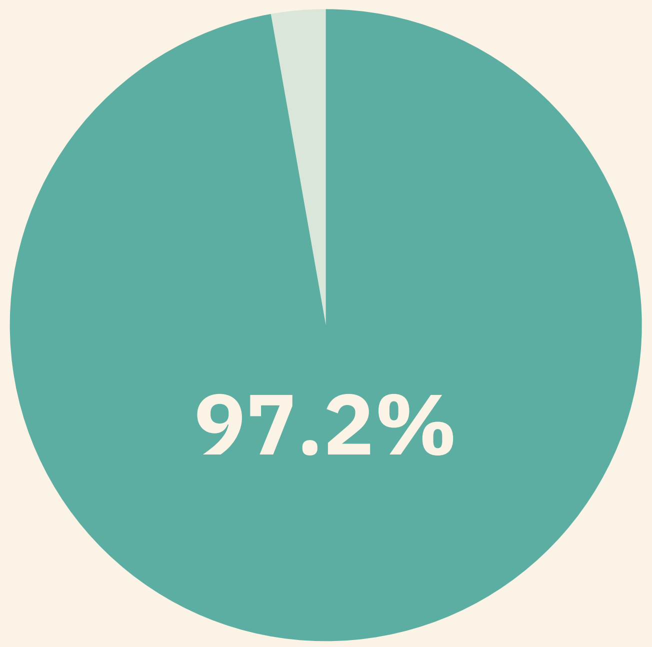
  Before this programme, we had to cook a separate breakfast for the children they like. Now, we cook the same food for everyone in the family, which has slightly reduced our food expenses.

PART 3

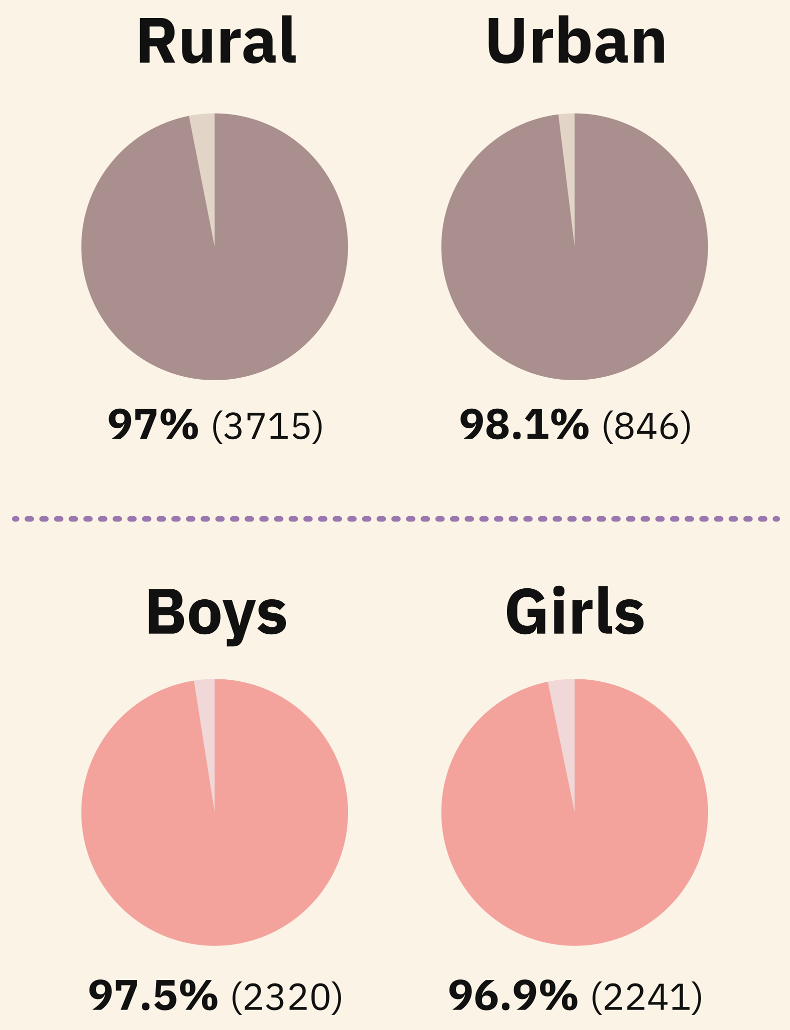
Teachers' report on the Breakfast Scheme

TEACHERS' REPORT ON THE UTILISATION OF BREAKFAST & NOON MEAL SCHEMES

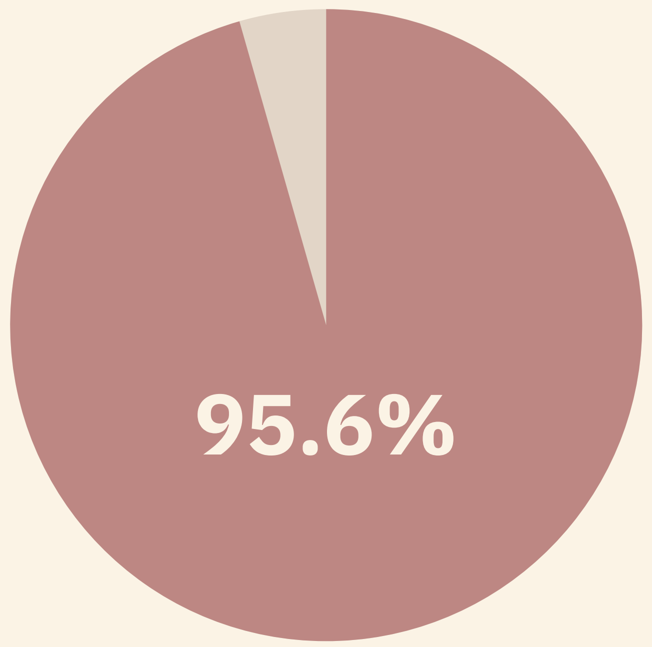
Utilising the Breakfast scheme regularly



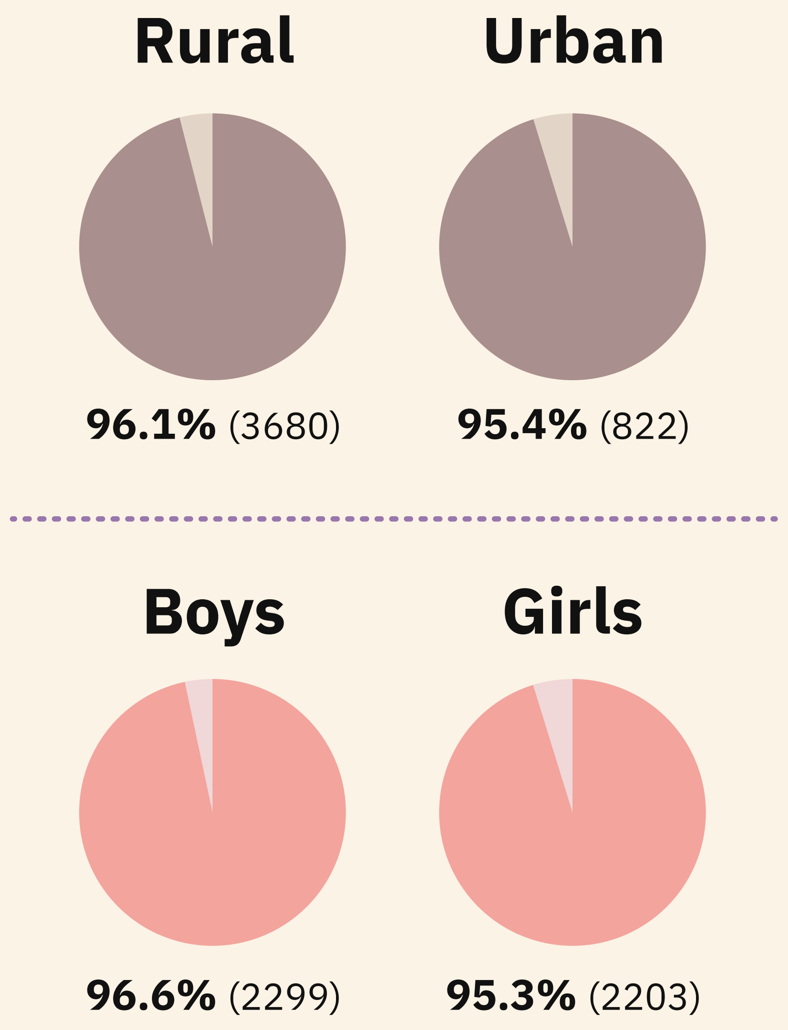
Teachers reported that
97.2% (4561) of students
were utilising the Breakfast
Scheme regularly



Utilising the Noon meal scheme regularly



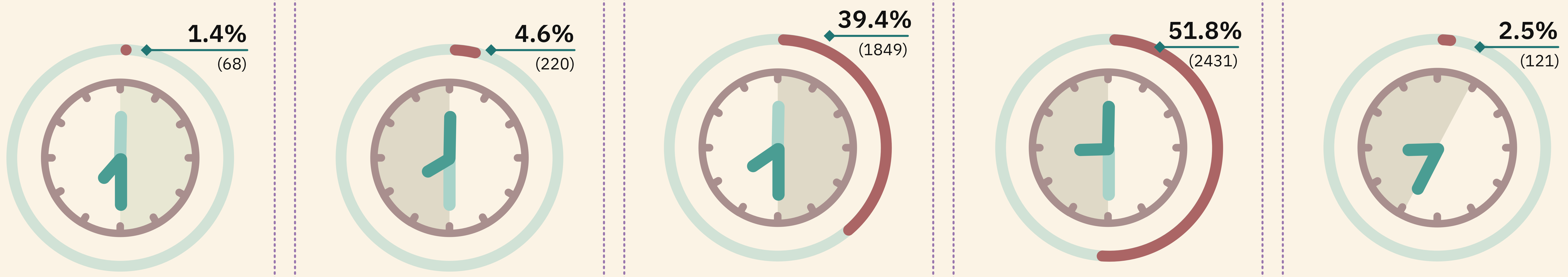
Teachers reported that
95.6% (4502) of students
were utilising the Noon meal
Scheme regularly



TEACHERS' REPORT ON THE TIME OF ARRIVAL AT SCHOOL

45.4% of students in rural areas are reaching half an hour before classes start and find time to play and interact with each other also

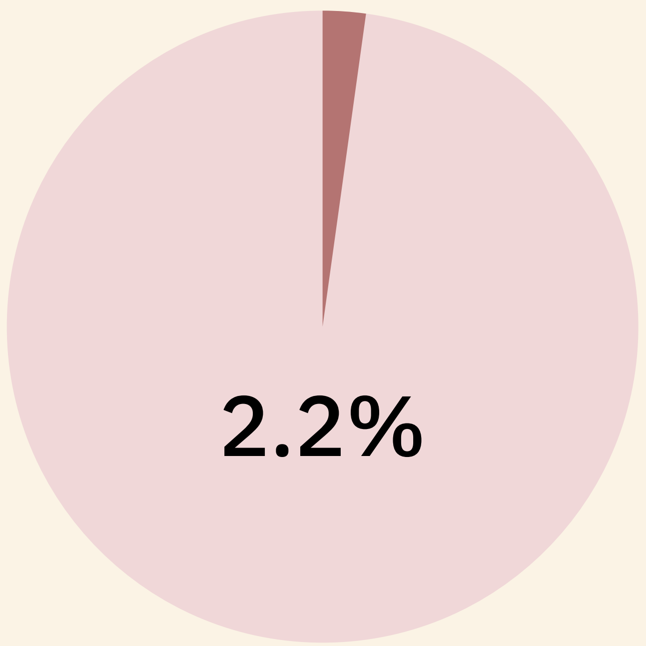
	07:00 - 07:30 am	07:30 - 08:00 am	08:00 - 08:30 am	08:30 - 09:00 am	After 09:30am



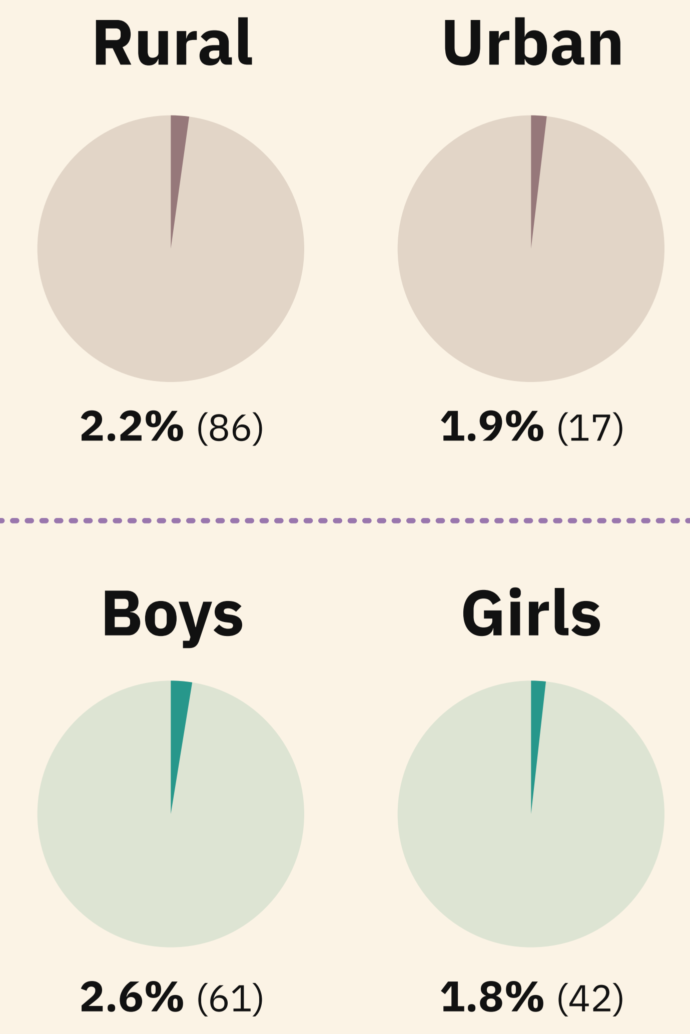
	07:00 - 07:30 am	07:30 - 08:00 am	08:00 - 08:30 am	08:30 - 09:00 am	After 09:30am
Rural	0.7% (29)	5.4% (210)	40.9% (1566)	51.1% (1957)	1.6% (65)
Urban	4.5% (39)	1.1% (10)	32.8% (283)	54.9% (474)	6.4% (56)
Boys	1.1% (26)	4.6% (108)	38.8% (897)	52.9% (1224)	2.4% (56)
Girls	1.7% (42)	4.7% (112)	40.1% (952)	50.7% (1207)	2.7% (65)

TEACHERS' REPORT ON HOSPITALISATION & AILMENTS EXPERIENCED IN THE LAST 3 MONTHS

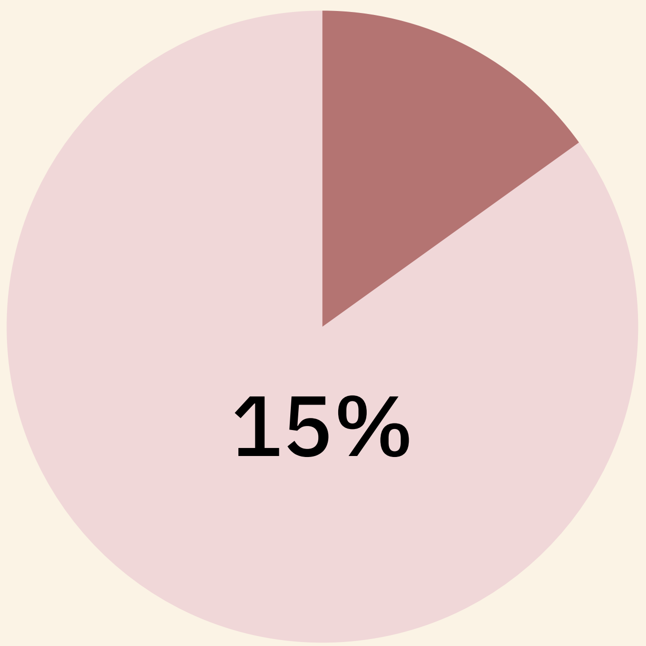
Proportion with Hospitalisation history
(In the past three months)



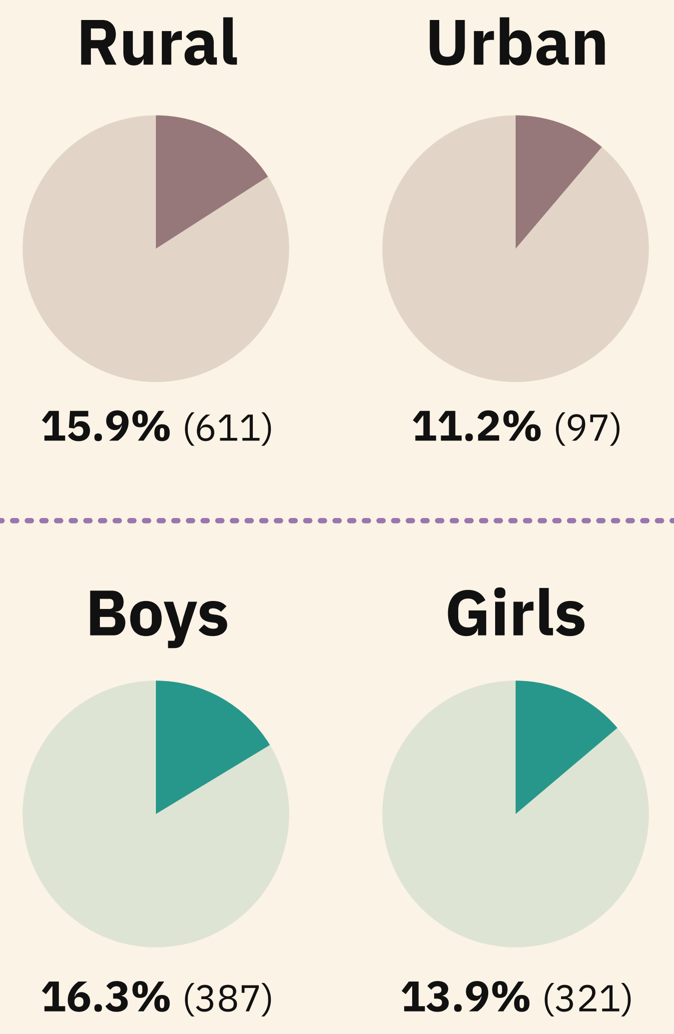
2.2% (103) teachers
reported that a student in their class was recently hospitalised



Proportion with acute ailments
(In the past three months)



15% (708) teachers
reported that a student in their class had recently been acutely ill

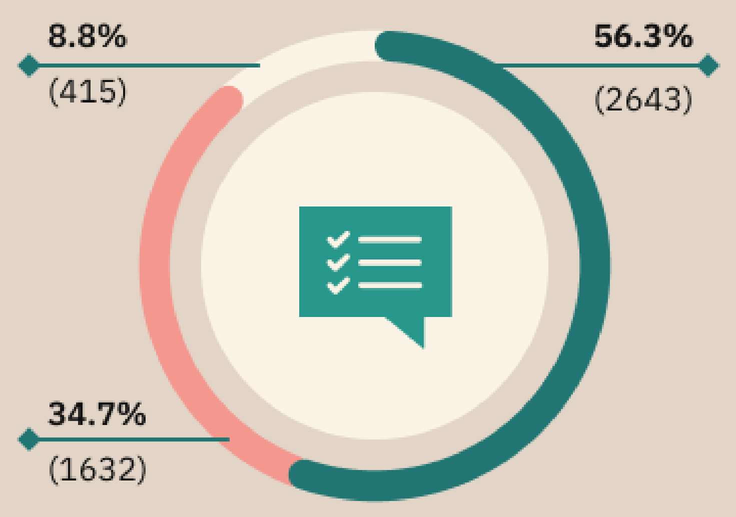


TEACHERS' REPORT ON THE ACADEMIC ACTIVITIES OF CHILDREN

PART 1

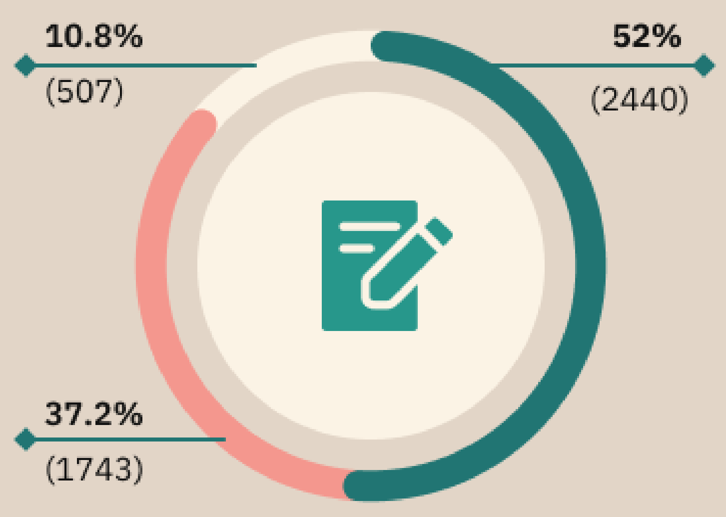
Often
Sometimes
Rarely

Following teachers' instructions



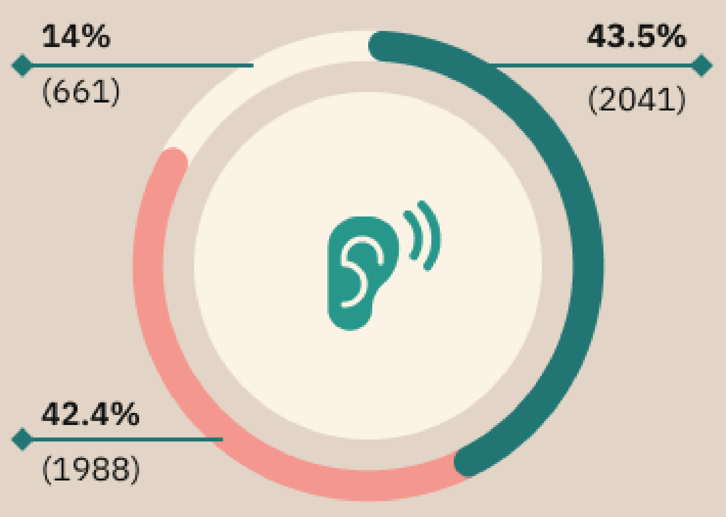
	Often	Sometimes	Rarely
Rural	57.6% (2206)	35.5% (1360)	6.8% (262)
Urban	50.7% (437)	31.5% (272)	17.7% (153)
Boys	53.7% (1278)	36.5% (869)	9.7% (232)
Girls	59% (1365)	32.9% (763)	7.9% (183)

Completing written work



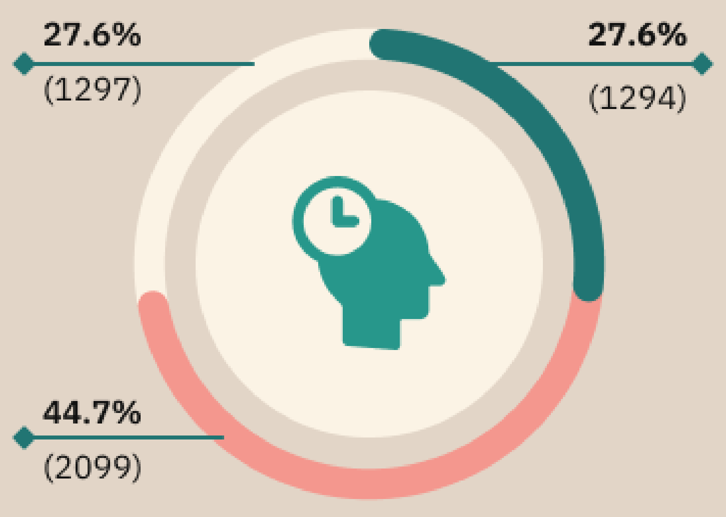
	Often	Sometimes	Rarely
Rural	53.4% (2046)	37.9% (1451)	8.6% (331)
Urban	45.7% (394)	33.9% (292)	20.4% (176)
Boys	48.8% (1162)	39% (930)	12% (287)
Girls	55.3% (1278)	35.2% (813)	9.5% (220)

Paying attention without prompting



	Often	Sometimes	Rarely
Rural	44.5% (1705)	43% (1648)	12.4% (475)
Urban	38.9% (336)	21.6% (186)	39.4% (340)
Boys	41.4% (986)	43.4% (1032)	15.2% (361)
Girls	45.6% (1055)	41.4% (956)	12.9% (300)

Recalling from previous days' lessons

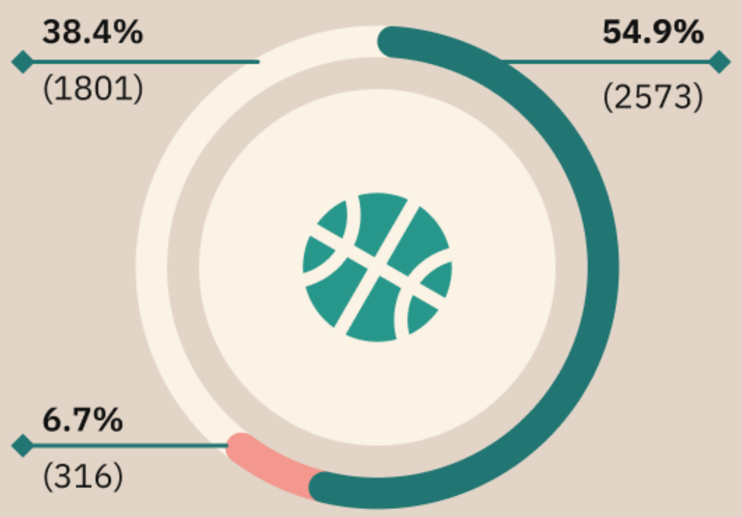


	Often	Sometimes	Rarely
Rural	27.2% (1043)	44.7% (1711)	28% (1074)
Urban	29.1% (251)	45% (388)	25.9% (223)
Boys	53.7% (1278)	53.7% (1278)	53.7% (1278)
Girls	53.7% (1278)	53.7% (1278)	53.7% (1278)

TEACHERS' REPORT ON THE ACADEMIC ACTIVITIES OF CHILDREN

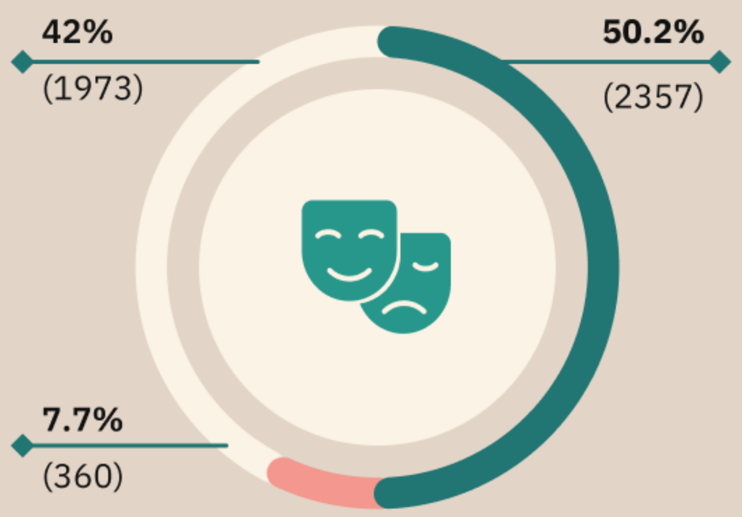
PART 2

Sports Activity engagement



	Often	Sometimes	Rarely
Rural	57.9% (2217)	35.6% (1362)	6.5% (249)
Urban	41.3% (356)	50.9% (439)	7.8% (67)
Boys	55.6% (1324)	37.5% (893)	6.8% (162)
Girls	54% (1249)	39.3% (908)	6.7% (154)

Participation in Extracurricular activities



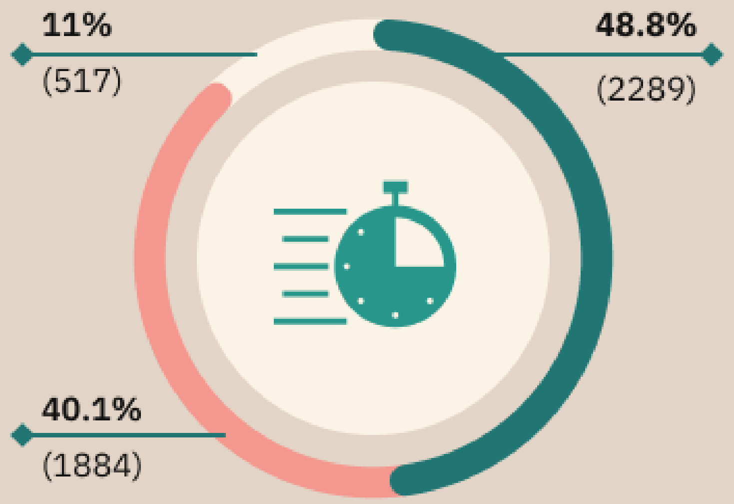
	Often	Sometimes	Rarely
Rural	52.4% (2006)	40.2% (1540)	7.4% (282)
Urban	40.7% (351)	50.2% (433)	9% (78)
Boys	49.6% (1180)	42.2% (1005)	8.1% (194)
Girls	50.9% (1177)	41.9% (168)	7.2% (166)

- Often
- Rarely
- Sometimes

TEACHERS' REPORT ON THE ACADEMIC ACTIVITIES OF CHILDREN

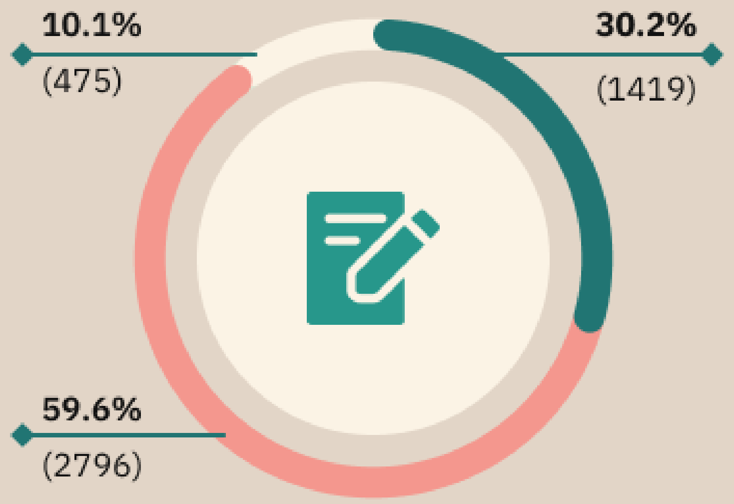
PART 3

How quickly the child is able to learn new material



	Average	Quick	Slow
Rural	49.7% (1903)	41.3% (1581)	8.9% (344)
Urban	44.8% (386)	35.1% (303)	20% (173)
Boys	53.7% (1278)	53.7% (1278)	53.7% (1278)
Girls	53.7% (1278)	53.7% (1278)	53.7% (1278)

Improvement in handwriting



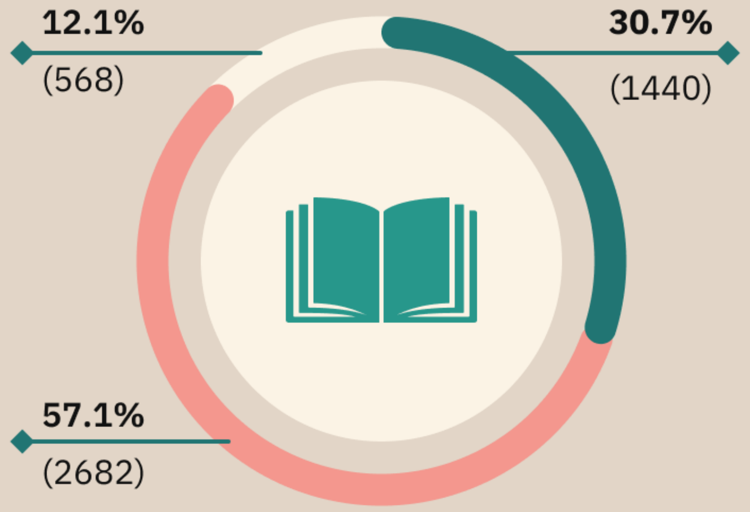
	Average	Quick	Slow
Rural	30.6% (1175)	59.8% (2290)	9.5% (363)
Urban	28.1% (244)	58.7% (506)	12.9% (112)
Boys	53.7% (1278)	53.7% (1278)	53.7% (1278)
Girls	53.7% (1278)	53.7% (1278)	53.7% (1278)

- Average
- Quickly
- Slow

TEACHERS' REPORT ON THE ACADEMIC ACTIVITIES OF CHILDREN

PART 4

Reading Skills



	Above Avg.	Average	Below Avg.
Rural	31.9% (1220)	56.8% (2177)	11.2% (431)
Urban	25.5% (220)	58.6% (505)	15.9% (137)
Boys	27% (644)	59.3% (412)	13.6% (323)
Girls	34.7% (796)	54.9% (1270)	1.6% (245)

- Above Average
- Average
- Below Average

QUOTES FROM TEACHERS

TAKEN FROM FOCUS GROUP DISCUSSIONS

- காலை உணவுத் திட்டம் மிகவும் புதுமையான பயனுள்ள திட்டமாக இருக்கிறது.

  The breakfast scheme is a very innovative and useful scheme.

- பெற்றோர்கள், குழந்தைகளுக்கு காலை உணவு தயாரிக்க தேவை ஏற்படாததால் அவர்களை பள்ளிக்கு அனுப்புவது எளிதாக இருக்கிறது. குறிப்பாக, வேலைக்கு செல்லும் பெற்றோர்கள் இத்திட்டத்தை மிகவும் வரவேற்கிறார்கள்.

  Parents find it easier to send their children to school because they don't have to prepare breakfast for them. Working parents, in particular welcome this scheme.

- காலை உணவுத் திட்டம், தமிழ்நாட்டிற்கு மிகவும் பெருமைத் தரக் கூடிய திட்டமாகவும் மற்ற மாநிலங்களுக்கு இது ஓர் முன் மாதிரியான திட்டமாகவும் இருக்கிறது.

  The breakfast scheme is of great pride for Tamil Nadu and a model for other states.

- இத்திட்டத்தின் மூலம் வழங்கப்படும் உணவின் தரம், சுவை நன்றாகவும் மற்றும் அளவு போதுமானதாகவும் உள்ளது.

  The quality and taste of the food provided under this scheme is good and the quantity is sufficient.

- உணவு சூடாக வழங்கப்படுவதால் குழந்தைகள் உணவை விரும்பி உண்கிறார்கள்.

  Children enjoy eating the food because it is served hot.

QUOTES FROM TEACHERS

TAKEN FROM FOCUS GROUP DISCUSSIONS

- முதல் மற்றும் இரண்டாம் வகுப்பு குழந்தைகள் அடிக்கடி கழிவறை செல்வது தவிர்க்க முடியாததாகவும், மேலும் பாடம் எடுப்பதில் தடங்கலாகவும் உள்ளது.

  It is inevitable that children in the first and second class are going to the bathroom frequently, which is a hindrance to teaching.

- குழந்தைகளுக்கு பள்ளி வகுப்பு துவங்கும் முன் காலை உணவு கொடுத்து அவர்களை சாப்பிட வைப்பது கடினமாக உள்ளதினால் வகுப்பிற்கு தாமதமாக வரும் நிலை உள்ளது.

  It is difficult to get the children to eat before the class starts, which makes them to come late for class.

- காலை உணவில் சாம்பாருடன் சட்னியும் வழங்கினால் நன்றாக இருக்கும் சிறுதானிய உணவு, பயிறு வகை பொரியல் ஆகியவையும் வருங்காலங்களில் வழங்கலாம்.

  It would be good to provide chutney with sambar for breakfast. Food prepared using millets and lentils can also be provided in the future.

- பள்ளிக்கு அரை மணி நேரம் முன்னதாக வருவதால் விளையாடுவதுடன் அனைவருடனும் சேர்ந்து அமர்ந்து சாப்பிடுவதினால் வகுப்பில் ஒற்றுமையுடனும், ஆரோக்கியத்துடனும் இருக்கிறார்கள்.

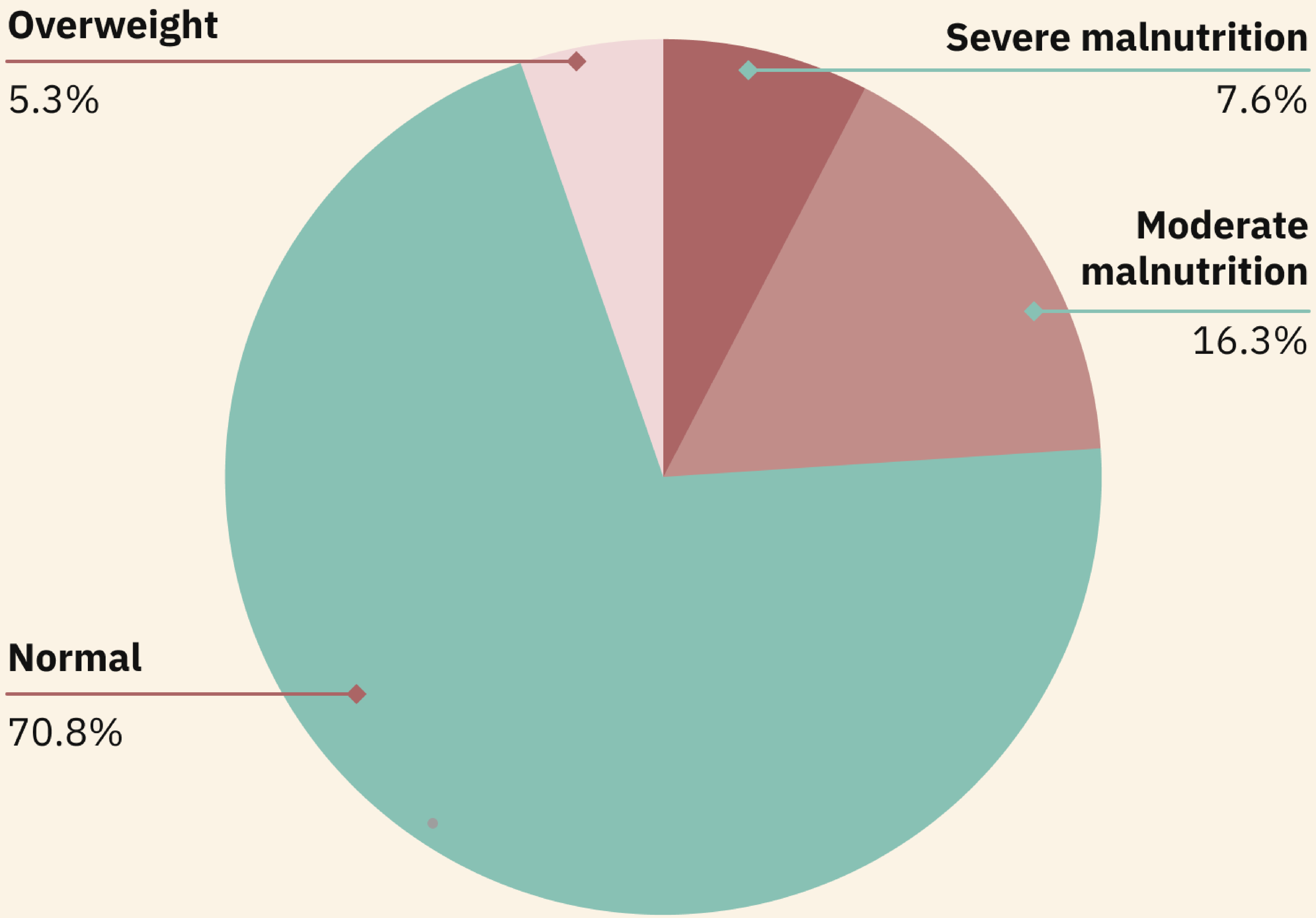
  By coming to school half an hour early, they have time to play and eat together, which helps them to be more united and healthy in the classroom

- குழந்தைகளிடம் காணக்கூடிய மாற்றமாக, பள்ளிக்கு முன்னதாக வரும் பழக்கம் வருகைப் பதிவேட்டின் மூலம் தெரியவருகிறது. அதுபோல் படிப்பிலும் முன்னேற்றம் இனிமேல் தான் தெரியவரும்.

  The change in children can be seen in the attendance register, which shows that they are coming to school earlier. Their academic progress will be seen in the future.

ANTHROPOMETRIC STUDY OF CHILDREN

MALNOURISHMENT STATUS



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